

**MAILING INSTRUCTIONS:** The ORIGINAL and TWO (2) copies of this application must be RECEIVED at the STATE address indicated by October 14, 2008 at 4:00 p.m.

## **MICHIGAN DEPARTMENT OF EDUCATION**

**September 16, 2008**

### **GRANT ANNOUNCEMENT**

**TITLE: Training and Technical Assistance for Michigan 21<sup>st</sup> Century Community Learning Centers (21<sup>st</sup> CCLC) Program Grant**

**This application packet includes:**

Grant Announcement

Section I General Information

Section II Selection Criteria

Application Checklist

Application Form

**NATURE OF ACTION REQUESTED: Voluntary**

The Michigan Department of Education (MDE) is pleased to announce the availability of funds for a grant to create a comprehensive, integrated, responsive system of technical support for Michigan 21<sup>st</sup> CCLC projects. This coordinated system will: provide 21<sup>st</sup> CCLC projects with accurate and timely information, resources and support services focused on improving the quality of services provided by a local project; support individual projects in addressing their goals for continuous program improvement through a self-assessment using a quality coaching systems approach; and deliver systematic training based upon individualized professional development needs. Intermediate school districts, local education agencies including public school academies, institutions of higher education, professional organizations, nonprofit organizations, and others of demonstrated experience in providing high-quality training and technical assistance specific to 21<sup>st</sup> CCLC programs, are eligible to apply for this grant. At the January 8, 2008 meeting, the State Board of Education approved criteria to guide the selection of the proposal. One grant will be awarded by competitive application process.

Information for the Training and Technical Assistance for Michigan 21<sup>st</sup> CCLC Program Grant, including the necessary forms and instructions for completing the application, is available on-line at <http://www.michigan.gov/21stcclc>. Applications must be received at the Michigan Department of Education by October 14, 2008 at 4:00 p.m. An **ORIGINAL AND TWO (2) COPIES** of the completed application must be submitted at that time.

Questions regarding the Training and Technical Assistance for Michigan 21<sup>st</sup> CCLC Program Grant may be directed to Lorraine Thoreson, John Taylor or Pat Hennessey, Consultants; Office of Early Childhood Education and Family Services (ECE & FS), at (517) 373-8483.

## **TABLE OF CONTENTS**

<b>SECTION I: General Information for the Applicant</b> .....	<b>1</b>
INTRODUCTION.....	1
STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES.....	2
ELIGIBLE APPLICANTS.....	2
RESPONSE DATE AND DELIVERY ADDRESS .....	3
APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING.....	4
ACKNOWLEDGEMENT .....	4
NONDISCRIMINATION AND OTHER COMPLIANCE WITH LAW.....	4
AMERICANS WITH DISABILITIES ACT .....	4
FUNDING.....	4
FUNDING PROCESS.....	4
PAYMENT SCHEDULE.....	5
FINANCIAL REPORTING .....	5
CONTINUATION OF FUNDING .....	5
PERFORMANCE REPORTING.....	5
REVIEW PROCESS .....	5
ADDITIONAL REVIEW FACTORS .....	6
REJECTION OF PROPOSALS.....	6
<b>SECTION II: Selection Criteria</b> .....	<b>6</b>
PART A (Pages 1, 1a and 1b) – APPLICATION COVER PAGE .....	6
PART B (Page 2) – PROJECT ABSTRACT .....	6
PART C – NARRATIVE PROPOSAL .....	7
PART C.1 – QUALITY OF PROJECT DESIGN .....	7
PART C.2 – QUALITY OF PERSONNEL.....	11
PART C.3 – ADEQUACY OF RESOURCES AND COMMITMENT .....	12
PART C.4 – EVALUATION .....	13
PART D (Page 3) – BUDGET .....	14
<b>APPLICATION CHECKLIST FOR GRANT APPLICANTS</b> .....	<b>15</b>

**MICHIGAN DEPARTMENT OF EDUCATION  
OFFICE OF EARLY CHILDHOOD EDUCATION AND FAMILY SERVICES**

**APPLICATION FOR TRAINING AND TECHNICAL ASSISTANCE FOR  
21<sup>ST</sup> CENTURY COMMUNITY LEARNING CENTERS PROGRAM GRANT**

**SECTION I: General Information for the Applicant**

**INTRODUCTION**

The purposes of the 21<sup>st</sup> Century Community Learning Centers Grants are to:

- provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend high-priority schools, to meet state and local student performance standards in core academic subjects, such as reading and mathematics;
- offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development.

The purpose of this grant is to create a comprehensive, integrated, responsive system of technical support for Michigan 21<sup>st</sup> CCLC projects. This grant will provide training and technical assistance to all current and future grantees to assist local programs in meeting program quality and student outcomes and goals. This coordinated system will: provide 21<sup>st</sup> CCLC projects with accurate and timely information, resources and support services focused on improving the quality of services provided by a local project; support individual projects in addressing their goals for continuous program improvement through self-assessment using a quality coaching systems approach; and deliver systematic training based upon individualized professional development needs.

Legislation requires that state education agencies that receive 21<sup>st</sup> CCLC funds provide training and technical assistance through one or more subgrants, contracts, or cooperative agreements with an entity that has experience in offering high-quality training and technical assistance to after-school providers. Technical assistance must be designed to:

- improve the quality of 21<sup>st</sup> CCLC services;
- support the continuous improvement of local programs through a research-based self-assessment and quality coaching model;
- support the replication of successful programs;
- assist local programs in leveraging additional local funds to expand services;
- implement and use the State's indicators of program quality;
- provide training in using data to improve participant achievement results; and
- assist programs in implementing high-quality, research-based instructional practices.

The successful bidder will be an entity that has experience in offering high-quality training and technical assistance to 21<sup>st</sup> CCLC programs. The successful bidder will be responsible for developing and implementing a statewide system of training and technical support that will:

- Support the continuous improvement of local programs using a research-based high-quality improvement model by:
  - Collecting baseline data on individual and organizational performance using an external assessment model.
  - Providing trained professionals to support local program integration of quality data to develop improvement plans.
  - Providing regional training for all program staff, with statewide accessibility of learning supports.
  - Providing training of site coordinators to lead staff through a quality improvement process.
- Provide training and technical assistance focused on positive youth development outcomes and other key topics relevant to after-school programming.
- Coordinate with MDE to prioritize service delivery to local programs and inform the statewide evaluation.
- Provide consulting, support and related evaluation services to MDE.

## **STATE BOARD OF EDUCATION STRATEGIC GOAL AND INITIATIVES**

The State Board of Education has adopted as its Strategic Goal “Attain substantial and meaningful improvement in academic achievement for all students/children with primary emphasis on high-priority schools and students.” In addition, the State Board of Education has adopted the following five Strategic Initiatives to implement the goal:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy
- Integrating Communities and Schools

To the extent possible, all grant criteria and grant awards will include priority consideration of the Strategic Goal and the Strategic Initiatives.

## **ELIGIBLE APPLICANTS**

Intermediate school districts, local education agencies including public school academies, institutions of higher education, professional organizations, non-profit organizations and others of demonstrated experience in providing high-quality training and technical assistance specific to 21<sup>st</sup> CCLC programs are eligible to apply for the grant.

## RESPONSE DATE AND DELIVERY ADDRESS

Due to current security measures, THIS GRANT APPLICATION MAY NOT BE HAND-DELIVERED. The ORIGINAL application bearing ORIGINAL signatures (in blue ink) and two (2) copies (FOR A TOTAL OF THREE) of the completed application **must be documented by delivery agent for delivery on or before 4 p.m., Tuesday, October 14, 2008.**

Acceptable packaging and mailing procedures are:

- **The postmark or other mailing validation must be documented by delivery agent for delivery on or before Tuesday, October 14, 2008.** The original grant and copies should be enclosed in a sealed envelope within the mailing package. The checklist on page 15 must be completed and attached to the top of the original application for appropriate check-in by the unit support staff. If the applicant used a delivery service, the **dated receipt** for delivery service must be available to **validate the October 14, 2008** delivery agreement.
- When the grant application is received, the check-in form on the front of the application package will be signed by the appropriate MDE personnel and then faxed to the applicant to verify receipt of the application and participation in the competitive process at MDE. **The applicant is responsible for contacting Amanda Stoel at (517) 373-8483 or [stoela@michigan.gov](mailto:stoela@michigan.gov) by October 14, 2008 if the applicant does not receive a faxed copy of the signed check-in form.**

Applications sent by mail should be addressed to:

### REGULAR MAIL

Michigan Department of Education  
Office of Early Childhood Education  
and Family Services  
P.O. Box 30008  
Lansing, Michigan 48909

### OVERNIGHT/EXPRESS

Michigan Department of Education  
Office of Early Childhood Education  
and Family Services  
Hannah Bldg. – 4<sup>th</sup> Floor, Pillar H-17  
608 W. Allegan Street  
Lansing, Michigan 48933  
(517) 373-8483

**No facsimile transmissions will be accepted.** Late application, an application submitted by facsimile, or an application submitted, but not in accordance with the application preparation instructions (below), will not be accepted and will be returned to the applicant **without review**.

## **APPLICATION PREPARATION, PAGE LIMIT, FONT SIZE AND PACKAGING**

Applications should be prepared simply and economically, with the narrative portion of the proposal **no more than ten (10) pages in length, with a font no smaller than Verdana 11 point**. All application pages must be securely stapled. Special bindings and binders must not be used. Relevant support documents attached to the application must be kept to a maximum of five pages, unless requested. Such support documents are not counted in the ten-page limit. Supplementary materials such as commercial publications and videotapes will not be reviewed and will be returned. **Incomplete applications or applications exceeding the page limitation or specifications will not be reviewed or considered for funding.**

## **ACKNOWLEDGEMENT**

All publications, including reports, films, brochures and any project materials developed with funding from this grant, must contain the following statement: "These materials were developed under a grant awarded by the Michigan Department of Education."

## **NONDISCRIMINATION AND OTHER COMPLIANCE WITH LAW**

Applications must include a statement of assurance of compliance with all federal and state laws and regulations prohibiting discrimination, and with all requirements and regulations of the Michigan Department of Education.

## **AMERICANS WITH DISABILITIES ACT**

The Michigan Department of Education is committed to providing equal access to all persons in admission to, or operation of, its programs or services. Individuals with disabilities needing accommodations for effective participation in this program are invited to contact the Michigan Department of Education for assistance.

## **FUNDING**

The proposal will be awarded with Michigan 21<sup>st</sup> CCLC Program funds as authorized by Title IV, Part B, of *No Child Left Behind Act of 2001*. Specific criteria related to the provision of training and technical assistance are referenced in sections 4202(3)(d). The total amount available ranges from \$750,000 to \$1,000,000 over five years, with each year's award decreasing. Funding is pending federal appropriation.

The first project funding cycle will begin November 17, 2008 and end September 30, 2009.

## **FUNDING PROCESS**

The Michigan Department of Education will make the funds for the Training and Technical Assistance for 21<sup>st</sup> Century Community Learning Centers Program Grant available through a competitive process.

## **PAYMENT SCHEDULE**

The grantee is required to request funds as needed to reimburse expenditures incurred by the program. Payment to the grantee is made through the Michigan Department of Education, Office of Financial Management and Administrative Services. The Requesting Funds Form for a project (4492) is available on the Michigan Education Information System (MEIS) website, under the Cash Management System at <https://mdoe.state.mi.us/cms/>.

## **FINANCIAL REPORTING**

A final report of expenditures (4044) is required within 60 days of the grant ending date each year, showing all bills paid in full for the project funded under this grant program. It is expected the program has standard account audits completed prior to the submission of the 4044. All financial reports are filed electronically with the Michigan Department of Education using the Cash Management System under reporting final expenditures (4044). Any applicant that receives \$500,000 or more in total federal funds is subject to the Circular A-133 Single Audit requirements.

## **CONTINUATION OF FUNDING**

Continuation of the grant will be contingent upon sufficient progress toward meeting program objectives. Determination of progress will be based on a written description by the recipient of project accomplishments and adherence to all required reporting deadlines.

## **PERFORMANCE REPORTING**

The grantee is responsible for sharing aggregated data collected from local programs, with MDE and 21<sup>st</sup> CCLC sub-grantees using various strategies as appropriate that will enable programs to use findings for continuous improvement, dissemination of promising practices, and general information for the public. They will also be responsible for submitting a yearly evaluation report to MDE, due on December 1.

## **REVIEW PROCESS**

The applications will be reviewed and rated by staff of the Michigan Department of Education and/or outside reviewers. A consensus process to enhance reviewer reliability of the final score will be followed.

Award selections will be based on merit and quality, as determined by points awarded for the review criteria section and all relevant information. The enclosed rubrics will be used as a rating instrument in the review process. All funding will be subject to approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action.

**The maximum score for the application is 115 points.**

## **ADDITIONAL REVIEW FACTORS**

In addition to the review criteria the Superintendent of Public Instruction may apply other factors in making funding decisions, such as (1) geographical distribution; (2) duplication of effort; (3) duplication of funding; (4) evidence that an applicant has performed satisfactorily on previous projects; and (5) prioritization based on the State Board of Education Strategic Goal and Initiatives.

## **REJECTION OF PROPOSALS**

The MDE, ECE&FS reserves the right to reject any and all proposals in whole or in part or to negotiate separately with any sources whatsoever to serve the best interests of the State. Additionally, past performance on other grants, demonstrated knowledge of the 21<sup>st</sup> CCLC program or other relevant factors will be considered when recommendations for the grant award are made to the Superintendent of Public Instruction.

## **SECTION II: Selection Criteria**

### **PART A (Pages 1, 1a and 1b) – APPLICATION COVER PAGE**

On the cover sheet, the district/agency/organization submitting the application must be fully identified, as well as the contact person for this training and technical assistance grant. All boxes must be appropriately completed, including signatures, addresses, telephone numbers, and e-mail addresses. Please include the federal identification number of the applicant organization.

Assurances and Certifications (pages 1a and 1b) must be reviewed and validated by signature by the person authorized to execute legally-binding Grant Agreements with the State of Michigan.

### **PART B (Page 2) – PROJECT ABSTRACT (5 POINTS)**

The Project Abstract must briefly explain the overall project, including the work plan and key personnel.

Not Recommended for Funding (0 points)	Recommended for Funding with Revisions (1-2 points)	Recommended for Funding (3-4 points)	Highly Recommended for Funding (5 points)
The abstract: is missing.	The abstract: minimally describes the initiative; portions of the required elements are missing or are labeled "see attached."	The abstract: contains all elements required (project outcomes, and key personnel).	The abstract: clearly and succinctly gives enough information on one page so that it can stand alone for brief public information about the proposal.



## **PART C – NARRATIVE PROPOSAL (100 POINTS-Total)**

In this section, the applicant has the opportunity to provide a complete narrative proposal and a project work plan which together address all of the required information. The application may include a total of not more than ten typewritten pages for the narrative proposal. Applications that exceed the ten-page limit will not be reviewed. The project work plan explains the project goals, objectives, specific activities to accomplish objectives, identified staff to perform the evaluation, and the time frame in which implementation is scheduled.

The narrative proposal must detail the extent to which the applicant will:

- Support the continuous improvement of local programs using a research-based high-quality improvement model by:
  - Collecting baseline data on individual and organizational performance using an external assessment model.
  - Providing trained professionals to support local program integration of quality data to develop improvement plans.
  - Providing regional training for all program staff, with statewide accessibility of learning supports.
  - Providing training of site coordinators to lead staff through a quality improvement process.
- Provide training and technical assistance focused on positive youth development outcomes and other key topics relevant to after-school programming.
- Coordinate with MDE to prioritize service delivery to local programs and inform the statewide evaluation.

The narrative must address comprehensive high-quality statewide system of training and technical support to local 21<sup>st</sup> CCLC programs.

### **PART C.1 – QUALITY OF PROJECT DESIGN (70 POINTS)**

The applicant is asked to detail the project goals, objectives, specific activities to accomplish objectives, and the time frame in which implementation is scheduled.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2-4 points per box)	Recommended for Funding (5-8 points per box)	Highly Recommended for Funding (9-10 points per box)
The proposal: does not include project goals, objectives, specific activities, staff or timeline for the implementation of the proposed project.	The proposal: includes project goals, objectives, specific activities, staff and timeline for the implementation of the proposed project, but are not clearly specified.	The proposal: includes project goals, objectives, specific activities, staff and timeline for the implementation of the proposed project and are clearly specified.	The proposal: details project goals, objectives, specific activities, staff and timeline for the implementation of the proposed project and are clearly specified.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2-4 points per box)	Recommended for Funding (5-8 points per box)	Highly Recommended for Funding (9-10 points per box)
The proposal: does not provide a clear and complete description of a comprehensive Quality Improvement System (QIS).	The proposal: provides a description of a QIS that has been successful in school- and community-based after-school programs that serve K-12 students, but is not comprehensive or clear and complete.	The proposal: provides a clear and complete description of a QIS that has been successful in school- and community-based after-school programs that serve K-12 students, but does not provide evidence of rigorous research.	The proposal: provides a clear and complete description of a QIS that has been successful in school- and community-based after-school programs that serve K-12 students. The QIS model has been rigorously researched and is capable of demonstrating improvement in the quality of individual and organizational performance of Michigan's 21 <sup>st</sup> CCLC programs.
does not describe a complete QIS model of data collection and follow-up support.	describes a QIS model that facilitates the collection of individual and organizational performance data that will inform continuous improvement plans for quality change, but does not include all components of follow-up support.	describes a QIS model that facilitates the collection of individual and organizational performance data that will inform continuous improvement plans for quality change. The QIS model consists of an on-site quality assessment by an external rater and on-site follow-up by a trained quality advisor to integrate data with improvement plans.	details a QIS model that facilitates the collection of individual and organizational performance data that will inform continuous improvement plans for quality change. The QIS model consists of an on-site quality assessment by an external rater and on-site follow-up by a trained quality advisor to integrate data with improvement plans.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2-4 points per box)	Recommended for Funding (5-8 points per box)	Highly Recommended for Funding (9-10 points per box)
<p>The proposal:</p> <p>does not include a plan for training of management and front-line 21<sup>st</sup> CCLC staff that aligns with QIS skills and program quality measures.</p>	<p>The proposal:</p> <p>describes training for both management and front-line 21<sup>st</sup> CCLC staff that aligns with QIS skills and program quality measures, but does not include a plan for statewide accessibility of learning supports and plans for the sustainability of learning supports and quality coaching beyond the grant period.</p>	<p>The proposal:</p> <p>describes training for both management and front-line 21<sup>st</sup> CCLC staff that aligns with QIS skills and program quality measures. It describes a plan for statewide accessibility of learning supports and plans for the sustainability of learning supports and quality coaching beyond the grant period.</p>	<p>The proposal:</p> <p>details training for both management and front-line 21<sup>st</sup> CCLC staff that aligns with QIS skills and program quality measures. It details a plan for statewide accessibility of learning supports and plans for the sustainability of learning supports and quality coaching beyond the grant period.</p>
<p>does not describe a training and technical assistance plan focused on skill building or point of service performance.</p>	<p>describes a training and technical assistance plan focused on skill building or point of service performance but is not specific as to what training will be included.</p>	<p>describes a quality improvement training and technical assistance plan which focuses on either building QIS skills or point of service performance associated with positive youth outcomes in both social-emotional and academic domains.</p>	<p>details a quality improvement training and technical assistance plan focused on building QIS skills and point of service performance associated with positive youth outcomes in both social-emotional and academic domains, as well as additional topics necessary to improve program quality.</p>

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2-4 points per box)	Recommended for Funding (5-8 points per box)	Highly Recommended for Funding (9-10 points per box)
<p>The proposal:</p> <p>does not describe a QIS model that will support referrals for programs in need of improvement.</p>	<p>The proposal:</p> <p>describes a QIS model that will support one type of referral for programs in need of improvement.</p>	<p>The proposal:</p> <p>describes a QIS model that will support multiple types of referrals for programs in need of improvement, including:</p> <ul style="list-style-type: none"> <li>• voluntary request;</li> <li>• new program or new program leader;</li> <li>• follow-up to on-site review; and</li> <li>• problem reports.</li> </ul> <p>It does not describe the process for prioritizing referrals.</p>	<p>The proposal:</p> <p>details a QIS model that will support all types of referrals for programs in need of improvement, including:</p> <ul style="list-style-type: none"> <li>• voluntary request;</li> <li>• new program or new program leader;</li> <li>• follow-up to on-site review; and</li> <li>• problem reports.</li> </ul> <p>It details the process for prioritizing referrals.</p>
<p>does not describe how data collected from QIS will inform the statewide evaluation, or how the QIS will align with state indicators of quality, or how training will be provided to programs in the use of data for continuous program improvement.</p>	<p>includes a description of how data collected from QIS will inform the statewide evaluation, or how the QIS will align with state indicators of quality, or how training will be provided to programs in the use of data for continuous program improvement, but does not include all of the components.</p>	<p>describes how data collected from QIS will inform the statewide evaluation, or how the QIS will align with state indicators of quality, or how training will be provided to programs in the use of data for continuous program improvement; and includes two but not all three components.</p>	<p>details how data collected from QIS will inform the statewide evaluation, the QIS will align with state indicators of quality, and training will be provided to programs in the use of data for continuous program improvement.</p>

**PART C.2 - QUALITY OF PERSONNEL  
(10 POINTS)**

The applicant should identify individuals who will be associated with the project and its implementation. In lieu of actual named individuals, the applicant should address the qualities and qualifications of the individuals who would be sought for implementation.

Not Recommended for Funding (0-1 point)	Recommended for Funding with Revisions (2-4 points)	Recommended for Funding (5-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: is missing the description or provides a weak description of how personnel integrate into the administration of the project.	The proposal: suggests personnel to implement the project that have little or no experience in a project of the scope proposed or not exhibiting the skills and training necessary to ensure attention to the elements of a high-quality 21 <sup>st</sup> CCLC statewide evaluation.	The proposal: discusses how specific staff will be assigned to the project and ensures implementation, but may themselves need additional training prior to full implementation of the project.	The proposal: designates responsibilities to specific personnel who are qualified to develop, administer and implement the project. Personnel have significant knowledge of the operation of 21 <sup>st</sup> CCLC programs.

**PART C.3 - ADEQUACY OF RESOURCES AND COMMITMENT  
(10 POINTS)**

The applicant should describe projects that have been undertaken in the past related to 21<sup>st</sup> CCLC training and technical assistance and review the infrastructure that is in place to assure the success of this project.

Not Recommended for Funding (0-1 point)	Recommended for Funding with Revisions (2-4 points)	Recommended for Funding (5-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: does not provide discussion that allows one to determine that the applicant has implemented a program that could serve as a basis for a successful 21 <sup>st</sup> CCLC training and technical assistance program.	The proposal: provides discussion of activities that have occurred in the applicant's agency without providing information on the success of the activities, or success of activities may be discussed, but the activities discussed do not align with the anticipated activities necessary to achieve the goals of this grant.	The proposal: gives evidence that the applicant has successfully implemented a 21 <sup>st</sup> CCLC training and technical assistance program. The success of that program is discussed.	The proposal: provides objective evidence that the applicant has implemented comprehensive, complex projects in the past. It also provides evidence of success in operating a 21 <sup>st</sup> CCLC training and technical assistance or education program and is prominently discussed. It includes qualitative and quantitative data on positive outcomes of previous activities.

**PART C.4 - EVALUATION  
(10 POINTS)**

The applicant should describe the evaluation plan, and discuss ways that the activities described will be effective.

Not Recommended for Funding (0-1 point)	Recommended for Funding with Revisions (2-4 points)	Recommended for Funding (5-8 points)	Highly Recommended for Funding (9-10 points)
The proposal: gives few details about a plan for evaluation. The evaluation described relies heavily on satisfaction surveys or other less-rigorous measures.	The proposal: discusses an evaluation designed to measure some goals of the overall project, but may not address all elements of the required activities.	The proposal: provides the framework for a complete evaluation that measures the degree to which the project succeeds in reaching its goals and objectives.	The proposal: describes a preliminary rigorous and objective evaluation plan that measures the progress and success of the project in achieving its clearly stated and attainable objectives, utilizing concrete and quantifiable means of measurement.

**PART D (Page 3) – BUDGET  
(10 POINTS)**

This section provides information to demonstrate that the project has an appropriate budget for the program and is cost-effective. The applicant must complete a proposed budget for one year. The applicant must complete the enclosed budget summary page (Part D) and provide a budget detail identifying expenditures that are allowable under the budget guidelines. A brief narrative explaining budget costs may also be included; the budget narrative is not included in the 10-page maximum for Part C. The budget summary must be completed and signed by the fiscal and administrative personnel of the agency/organization. Additional budget guidance is available in OMB Circular A-87 for those fiscal agents that are local education agencies, OMB Circular A-21 for those that are institutions of higher education, or OMB Circular A-122 for nonprofit community-based organizations.

Not Recommended for Funding (0-1 point per box)	Recommended for Funding with Revisions (2-4 points per box)	Recommended for Funding (5-8 points per box)	Highly Recommended for Funding (9-10 points per box)
The proposal: contains a summary, but does not provide a budget detail.	The proposal: provides a budget and detail of expenditures not directly related to the activities proposed in the plan.	The proposal: provides a detail of expenditures directly related to the activities proposed in the plan. The budget summary and/or detail contains minor transposed numbers or addition errors. Some costs may not support or are in excess of what is needed to implement the plan.	The proposal: provides clearly detailed expenditures directly related to the activities proposed in the plan. The expenditures are accurately reflected in the budget summary. Costs detailed are reasonable for the quality of the projected activities proposed and align with budget guidelines.

Successful applicants must plan to expend their funds no later than September 30, 2009. Additional funding for subsequent years is dependent on the availability of federal funds and successful implementation of the project.



## APPLICATION CHECKLIST FOR GRANT APPLICANTS

APPLICANT NAME \_\_\_\_\_ FAX (\_\_\_\_) \_\_\_\_\_

- ☐ Is the application narrative in a font no smaller than Verdana 11 point?
- ☐ Is the Narrative portion no more than ten (10) pages in length?
- ☐ Are the Application Cover page and Assurances and Certifications pages signed by the authorized signatory in blue ink?
- ☐ Is the Budget Summary signed by the authorized signatories in blue ink?
- ☐ Are the forms/attachments completed and stapled to the original and two copies (for a total of three) in the following order?
  - ☐ Part A. Cover Page
  - ☐ Part A. (Pages 1a and 1b) Assurances and Certifications
  - ☐ Part B. (Page 2) Project Abstract
  - ☐ Part C. Narrative Proposal (up to 10 pages of narrative)
    - 1. QUALITY OF PROJECT DESIGN
    - 2. QUALITY OF PERSONNEL
    - 3. ADEQUACY OF RESOURCES AND COMMITMENT
    - 4. EVALUATION
  - ☐ Part D (Page 3) Budget – Summary and Detail for November 17, 2008 – September 30, 2009
  - ☐ Attachments (if applicable)

**ATTACH THIS FORM TO THE ORIGINAL APPLICATION, ACCORDING TO PACKAGING AND MAILING INSTRUCTIONS ON PAGE 3. APPLICATIONS NOT MEETING THE ABOVE STANDARDS WILL BE DENIED AND RETURNED TO THE APPLICANT.**

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Package received by MDE:

Staff initials \_\_\_\_\_ Date \_\_\_\_\_